DOCUMENT RESUME

ED 079 227 SO 006 155

AUTHOR	Pate, Betti
TITLE	Changing Roles of Women. Social Studies: 0425.17.
INSTITUTION	Dade County Public Schools, Miami, Fla.
PUB DATE	73
NOTE	62p.; Authorized Course of Instruction for the Quinmester Program
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Activity Units; Course Content; Course Objectives; Curriculum Guides; Females; *Feminism; Secondary Grades; Sex Discrimination; *Social Studies; Womens Education; *Womens Studies
IDENTIFIERS	Dade County; Florida; *Quinmester Program

ABSTRACT

This elective course on the changing roles of women is for use by 10th through 12th grade students. The guide analyzes the changes occurring in the roles of American women, with students examining the history of women, the psychology of being a woman, the various emotional and physical changes that women undergo, and women's choices for a full life. Comprised of three major sections, the guide is divided into a broad goals section; a content outline illustrating the scope and major subdivisions of the course; and an objectives and learning activities section providing a total picture of women's roles in society from Colonial times to the present. Several helpful items are appended: a questionnaire designed for females; a brief history of the women's movement in America; "Male Dilemma and Female Quandary,"; a short quiz designed to start a discussion on roles in our society; a list of Facts and Fables about Women; "When I Grow Up I'm Going to Be Married," a game. A bibliography of student materials which includes books and audiovisual materials concludes the document. (Author/OPH)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

Social Studies: Changing Roles of Women
0425.17
0427.05

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

ED 079227

SOCIAL STUDIES

CHANGING ROLES OF WOMEN

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by

Betti Pate

for

Division of Instruction
Dade County Public Schools
Miami, Florida
1973

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INTRODUCTION

This course of study was written as part of a total effort to revise curriculum to fit the quinmester administrative organization of schools. The materials and information in this guide are meant to be neither all-inclusive nor prescriptive; but rather, an aide to teachers as they plan instructional programs, taking into account student needs and characteristics, available resources, and other factors.

The major intent of this publication is to provide a broad framework of goals and objectives, content, teaching strategies, class activities, and materials all related to a described course of study. Teachers may then accept the model framework in total or draw ideas from it to incorporate into their lessons.

The guide is divided into 1) a broad goals section, 2) a content outline, 3) objectives and learning activities, and 4) materials. The first section provides descriptive and goal-oriented information for the teacher; "indicators of success" refers to suggested prerequisite or corequisite experiences. The content outline illustrates, in general terms, the scope and major subdivisions of the course. The objectives and learning activities section, hopefully, provides a total picture of the concept or main idea and specific behavioral objectives for a set of given learning activities. The materials section of the guide lists resources in four categories: essential textual or other material; alternate classroom materials to use in place of or in addition to the aforementioned; supplementary teacher resources; and supplementary student resources. The appendix may include other material appropriate for a specific course: e.g. pretests, readings, vocabulary, etc.

Anyone having recommendations relating to this publication is urged to write them down and send to, Social Studies, Room 306 Lindsey Hopkins.

James A. Fleming
Social Studies Consultant

COURSE DESCRIPTION:	ANALYZES THE CHANGES OCCURING IN THE ROLES OF UNITED STATES WOMEN. STUDENTS EXAMINE THE HISTORY OF WOMEN, THE PSYCHOLOGY OF BEING A WOMAN, THE VARIOUS PHYSICAL AND EMOTIONAL CHANGES WHICH WOMEN UNDERGO, AND WOMEN'S CHOICES FOR A FULL LIFE.
CLUSTER:	Behavioral Studies
GRADE LEVEL:	10-12
COURSE STATUS:	Elective
INDICATORS OF SUCCESS:	None
COURSE RATIONALE:	There are constantly changing roles in our society. These changes inevitably cause conflict of some kind if one is not prepared for change. A student will need to be more flexible in perceiving changes, and in an ability to commit one's self to a wide repertoire of roles. In striving toward full potential, there are many cultural cliches (e.g. men are logical, women emotional; a woman's greatest work is being a mother, while a man's is earning a living) that are being challenged. A student will need to learn to deal with complexity and change, and should have the opportunity to examine the various historical, psychological, and social emphases on the past and in the present to better prepare one self for a future with choices for a fuller life.

COURSE GOALS:

1. THE STUDENTS WILL EXAMINE THE HISTORICAL ROOTS OF WOMEN IN THE UNITED STATES AND TRACE THE CHANGES IN WOMEN'S ROLES.

2. GIVEN SELECTED PSYCHOLOGICAL THEORIES OF WOMEN'S BEHAVIOR, THE STUDENTS WILL COMPARE AND CONTRAST THEM AND IDENTIFY CHANGING ATTITUDES TOWARD WOMEN IN THE UNITED STATES.

3. THE STUDENTS WILL EXAMINE THE CAUSES AND NATURE OF SOCIAL CONDITIONING INTO MALE AND FEMALE ROLES AND RECOGNIZE THE DIFFICULTY OF SOCIAL CHANGE.

4. GIVEN INFORMATION ABOUT TWO OTHER SOCIETIES, THE STUDENTS WILL DISTINGUISH BETWEEN MALE AND FEMALE TEMPERAMENT AND DETERMINE IF SEX DIFFERENTIATION IN ROLES IS INHERENT OR LEARNED.

5. THE STUDENTS WILL DISCUSS CRITICALLY SOME OF THE ASPECTS OF THE PSYCHOLOGY OF WOMEN AND DESCRIBE SOME OF THE CONFLICTS WOMEN FACE.

6. THE STUDENTS WILL COMPARE THE ROLES OF WOMEN IN SOCIETY TODAY WITH ONE'S OWN CONCEPTS OF THE ROLES.

COURSE OUTLINE:

I. Survey of History of Women

- A. Colonial Women
- B. Frontier Women
- C. Southern Women
- D. Suffragetts and the 19th Amendment
- E. Education of Women
- F. Women in World War II
- G. Civil Rights Act 1964 and Equal Rights Amendment
- H. Women's Liberation Movement

II. Psychological Theories

- A. Freud and Erikson
- B. Maslow and Lewin

III. Roles of Males and Females in the United States

- A. Stereotypes
- B. Dilemmas and Quandary
- C. In Ages and Stages
- D. Textbooks
- E. Mass Media

IV. Temperament in Two Primitive Societies

- A. Arapesh
- B. Mundugumor

V. Psychology of Women

- A. Why Women Fear Success
- B. Marriage
- C. Dilemma Between Career and Marriage

VI. Stages of Life

- A. Adolescence
- B. Adulthood
- C. Middle Age

VII. Life Span Plan

- A. Choices
- B. Responsibilities
- C. Chart life as see it now on span chart
- D. Synthesis
- E. Evaluation

GOAL 1. THE STUDENTS WILL EXAMINE THE HISTORICAL ROOTS OF WOMEN IN THE UNITED STATES AND TRACE THE CHANGES IN WOMEN'S ROLES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WOMEN IN OUR SOCIETY AT VARIOUS TIMES IN THE HISTORY OF THE UNITED STATES.	A. The students will investigate the roles of women in the United States.	1. Colonial Women Have the students research the beginnings of women in the United States. Who were the first to settle in the British Colonies? Why was the ratio of men to women predominantly in favor of men in the early colonies? What does this say for the role of women at this time? Where did they settle? What were their main occupations? How did they live? Was it a good life? Were they an asset to the settlement of the United States? Source: The Americans, by J. C. Furnas The Right to Be People, by Mildred Adams 2. Frontier Women a. How did these women differ from the Colonial Women? Were their lives different? How? How did they live? What were their duties? Was there a division of labor along the male/female line? Were women weak and fragile? What was her average life span? b. Ask the students to compare the roles of the Frontier Women and the women in society today on the basis of life span and the "weaker sex" label. c. Have a student or group of students report on Letters of a Woman Homesteader, Elinore Pruitt Stewart. Discuss these letters. Source: The Americans, J. C. Furnas

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Southern Women. Using The Southern Lady: From Pedestal to Politics 1830-1930, by Anne Firor Scott, have the students write about why they think the southern women were pictured as frail, with a great need to be taken care of. How did this stereotype come into being? Were they of different stock than the Colonial and Frontier Women? Were the roles they actually lived different from the roles which society prescribed for them? The students should be aware by now that what a woman actually did in her life was different from the view that society held. Hypotheses may be formed for reasons that this took place. 4. Suffragettes (including the 19th Amendment to the Constitution). a. Have the students read "Women's Liberation - Yesterday and Today" (see Appendix). b. Discuss: (1) Why women felt it necessary to band together in order to get legislation passed to recognize women's legal rights. (2) Were women really only property and not truly human with rights and responsibilities? (3) Role play a woman speaking before an assembly (New York Assembly, Susan B. Anthony or Elizabeth Cady Stanton or Lucretia Mott) while the class

FOCUS	OBJECTIVE	LEARNING ACTIVITIES

plays the part of the assembly booing and laughing. (4) Ask students for reactions to the role playing, and how these women must have felt. What kind of women must they have been to face such ridicule?

Source: Synopsis, "Women's Suffrage: A Study of Changing Tradition and the Drive for Equal Rights," HS2

c. Have students debate pros and cons of "Women could have gained social equality without gaining the right to vote." Class question debators to further clarify the importance of the Suffragette Movement.

Other Sources:

Understanding Women's Liberation, by Edythe Cudlipp, and The American, by J. C. Furnas.

5. Education of Women

a. Have students read "19th Century Woman - Her Office and Her Place" (A&P The American Woman, Her Image and Her Roles, p 8-10, story of Elizabeth Blackwell.)

b. Discuss: (1) What were some of the problems that Elizabeth Blackwell faced in gaining entrance to medical school? (2) Do you think that women face the same problems today?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(3) Do you think Elizabeth Blackwell was a brave or foolish woman? (4) Would you have done the same thing if you had been in her place? c. Students read "The Situation Has Worsened for Women in Colleges" Synopsis, Vol. 3, #11, February 14, 1972, p 6. d. Discuss: (1) Are women really unqualified for advanced college study, especially in the legal, medical, and engineering fields? (2) Why do you think so few women enter these fields in the United States? (3) Why are these fields more open to women of other nations? (4) Why are fields such as teaching, nursing, and secretarial work considered "female" occupations? (5) Do you think that society pressures women into certain areas of employment and out of others? (6) Do you think that women should be in the traditional "female" occupations? (7) From the past lessons, do you find any historical reasons for the small percentage of women in some employment areas and a large percentage in other areas? (8) Do you think that the employment areas that women enter hold any economic power or chance for advancement? Other Sources: School Review, Vol.80, February, 1972, No. 2,

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		articles by Patricia Minuchin and Sandra Acker Husbands. The Americans, by J. C. Furnas. Council for the Continuing Education of Women's Update Roles of Women Packet, available through the Social Studies Consultant.
		6. Women in World War II
		a. Have students read "The Effect of World War II on Labor Force Participation by Women." SRSS Role of Modern Women.
		b. Discuss: (1) What were some of the satisfactions that working women in World War II enjoyed? (2) What did employers find out about the women workers? (3) What were some of the myths about women workers that were proven wrong. (4) In what way did World War II help change the roles of women? (5) Do you think this change was good or bad? (6) What effect do you think World War II had on the lives of women today?
		7. Civil Rights Act 1964 and Equal Rights Amendment
		a. Have students research the Civil Rights Act 1964 (SRSS Roles of Modern Women, p 29-36) and Equal Rights Amendment (Congressional Record, Vol. 118, No. 41, Friday, March 17, 1972 speech by Senator Bayh on "Equal Rights for Men and Women.")
	-5-	

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Have students divide into groups. The group task is to discuss either the Civil Rights Act or the Equal Rights Amendment and resolve that it is good or bad legislation and why. (The Civil Rights Act 1964 as it pertains to women.)
		c. Have one member of each group report to the class the decision reached and the reasons for the decision.
		d. Have students read "Women Don't Really Need An Equal Rights Amendment" by James J. Kilpatrick, Synopsis, Vol 3, No. 11, February 14, 1972.
		e. Discuss: (1) Why do you think it took 50 years for this Amendment to pass both the House and Senate? (2) Do you believe that equal rights can be achieved by means other than legislation? (3) Do you think women need special protective labor legislation (e.g. weight allowable for women to lift when they carry babies weighing as much or more than the poundage allowed by law)? (4) Do you think there are social reasons why this law is so controversial?
	B. The students will propose reasons why the Women's Liberation Movement came into being.	1. Women's Liberation Movement
		a. Have students research the movement from 1963 (the year Feminine Mystique, by Betty Friedan was written) to the present time.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Several students may debate the issue, pro and con, Women's Liberation. (Source: SRSS Roles of Modern Women. Pro: "Women's Liberation: To Be Or Not To Be?" Con: "What Are You Supposed To Do If You Like Children?") c. Discuss: (1) Is the Women's Liberation Movement a legitimate one? (2) What were the causes of the movement? (3) Do you agree or disagree with some of the aims of the movement? Which ones? Why? (4) What are the advantages of the movement? (5) What are the disadvantages of the movement. d. Have students write a paper on reasons why the Women's Liberation Movement started and how they feel about it. e. Invite a speaker who is involved in the movement to present material and answer students' questions. Resource Material: The New Movement for Women's Equality, SA9. Time Magazine, March 20, 1972 special issue, "The American Woman," McCall's Magazine, June, 1972, "From Adam's Rib to Women's Lib." President's Task Force on Women's Rights and Responsibilities: "A Matter of Simple Justice." Council for the Continuing Education of Women's Update Roles of Women Packet. Ms. Magazine, (Any issue). Show film: MS. The Struggle for Women's Rights, # 1-14398.

GOAL 2: GIVEN SELECTED PSYCHOLOGICAL THEORIES OF WOMEN'S BEHAVIOR, THE STUDENTS WILL COMPARE AND CONTRAST THEM AND IDENTIFY CHANGING ATTITUDES TOWARD WOMEN IN THE UNITED STATES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE PSYCHOLOGY OF WOMEN	The students will compare the "Inner-Space," "Life Span," and "Hierarchy and Needs" psychological theories.	1. Overview of Freud's psychosexual and Erikson's "Inner space" theory: teacher lecture or student reports. Source: Women in America (Articles by various authors, see Erikson). Boston: Beacon Press, 1970. American Journal Orthopsychiatry. Erik H. Erikson, "Sex Differences in the Play Configurations of Preadolescence," Vol. 21, p 667-692 (1951b). 2. Discuss: (a) Can you point out the logic of these theories? (b) Can you find criticism of these theories? (c) Are they good theories for developing human potential? (d) How does the psychosexual and/or "Inner space" theory affect women today? 3. Overview of Lewin's "Life space" and Maslow's "Hierarchy of Needs" theories: teacher lecture or student reports. Source: A Dynamic Theory of Personality, by Kurt Lewin, and Toward A Psychology of Being, by Abraham H. Maslow. 4. Discuss: (a) Can you point out the logic of these theories? (b) Can you criticize these theories?

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		(c) Are they good theories for developing human potential? (d) How do these theories affect women today? (3) Do you believe they are valid theories for the 1970's?
		5. Have students form groups and discuss the pro's and con's of the four theories presented, giving reasons why they accept or reject them, then report the results of the discussions to the class.
		6. Have students write a personal psychological theory by which they believe they function.

GOAL 3: THE STUDENT WILL EXAMINE THE CAUSES AND NATURE OF SOCIAL CONDITIONING INTO MALE AND FEMALE ROLES AND RECOGNIZE THE DIFFICULTY OF SOCIAL CHANGE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
DIFFERENT TREATMENT OF MALES AND FEMALES AT VARIOUS STAGES OF LIFE TO CONDITION THEM FOR THEIR ROLES.	A. The students will identify whether stereotypes of male and females exist in United States society.	1. On the chalkboard, write all the words the students believe apply to the male in the United States, and then the same for the female. Compare the lists and see if there are similarities and differences. 2. Discuss: (a) Are there differences in the words we use to describe men and women? (b) Are such works as sensitive, aggressive, intuitive, and logical applied to one sex and not the other? If so, check for stereotypic views of either sex. 3. Try to elicit from students evidence for rebuttal of the stereotypes, and how such stereotypes might hurt/help individuals. 4. Have students role play the stereotype, male and female. Elicit responses of how it feels to be in the role. 5. Have students reverse role play (male play female and vice versa) the stereotype male and female. Elicit responses of how it feels to be in the reverse role. 6. Have the class discuss what happens to individuals if they are treated as stereotypes rather than the individual one is.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
	B. The students will distinguish between roles of males and females in the United States today and hypothesize why they exist.	1. Read and discuss "Male Dilemma and Female Quandary: Is It Fact or Fiction" (See Appendix.) 2. Discuss: (a) Are young male children treated different than young female children? (b) Do you believe little girls are conditioned to feel inferior by the women in their lives (teachers, mothers, etc.)? (c) Do you believe the country would be better if women remained in their wife/mother roles and did not seek activity outside the home? (d) Are you pressured by your fellow students to dress and act in certain ways? (e) If you are, do you think this is good or bad? (f) Can you think of reasons why girls and boys perform the same in testing in elementary school, but then, the girls begin to show lower test scores in particular subjects? (g) Do you think that women have more roles to fill than men in our society? Enumerate those you can think of. (h) Do you think that social pressure lead women to believe that achievement outside the home is not good for them? (i) Do you agree with Carl Edwards' statement that educated women face a choice between the role of wife and mother, and continuation of active participation in her profession? If you do, why do you think she must have this choice instead of being able to do both? 3. Have students research by observing males and females in various settings. They are to note the different

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		ways boys and girls are treated in each setting. After the observations, they will hypothesize how the different treatment affects the lives of males and females throughout their lives. Some suggested settings are: babies in nurseries, children at home, children in school, mass media, marriage, and in a work setting. 4. Have students share in class their observations and hypothesize. Resource Material: "There's No Unisex in the Nursery" by Michael Lewis, Psychology Today, May, 1972. p 54-57. Parental and Sex Role Identification, by David B. Lynn. School Review, Vol. 80, No. 2, February, 1972, special issue, Women and Education, articles by Bernice L. Newgarten, Jerome Kagan, Michael Lewis, and David B. Lynn. 5. Have several students survey elementary textbooks to determine how boys and girls are depicted, what activities do each engage in. 6. Another survey might be of T V commercials to determine if they show sex bias or life as it really is.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. Students should now be able to check some of their hypotheses to accept or reject them. Reading of "Women Today: the Public Imate," "All In The Family," "Novels and Movies," "Advertising" in AEP, The American Woman: Her Image and Her Roles, and the discussion of these by the class should clarify many questions remaining about social conditioning and its pressure on people to conform to certain stereotypic roles, whether for the good of the society, or for economic purposes. 8. Administer the "True or False" quiz. (See Appendix D). See Council for the Continuing Education of Women's Update: Roles of Women packet for resource. Other class exercises can be used from this packet.

GOAL 4: GIVEN INFORMATION ON TWO OTHER SOCIETIES, THE STUDENT WILL DISTINGUISH BETWEEN MALE AND FEMALE TEMPERAMENT AND DETERMINE IF SEX DIFFERENTIATION IN ROLES IS INHERENT OR LEARNED.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
ROLES OF MALES AND FEMALES IN TWO OTHER SOCIETIES	The student will distinguish between male and female temperament in two primitive societies.	1. Have students read "Male and Female in Other Societies," p. 33-36 in AEP, <u>The American Woman: Her Image and Her Roles</u>. 2. Arapesh: (a) What is the typical Arapesh temperament? (b) Are the labors and roles of men and women different? If so, how? (c) What is the main focus of the Arapesh society? (d) How are boys and girls different? (e) What are boys allowed to do that girls aren't? Why? (f) Is it a cooperative or competitive society? (g) What advantages do you see for a society like this? (h) What disadvantages? (i) How do they differ from the society in the United States in manner of teaching their children the values? (j) How does it differ from our society? 3. Have students read pages 37-38 in the same booklet. 4. Mundugumor: (a) What is the typical Mundugumor temperament? (b) Are the labors and roles of men and women different? If so, how? (c) How do the mother and father feel about male and female babies? (d) What happens to these babies if the mother has her way? If the father has his way? (e) How does

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		this society differ from the Arapesh? (f) What is it that determines the roles of people in this society? In the Arapesh society? (g) Are roles learned? 5. The class might discuss whether there is any explanation other than social conditioning for the differences in the way males and females are treated by different societies. Resource: Male and Female, by Margaret Mead.

GOAL 5: THE STUDENTS WILL DISCUSS CRITICALLY SOME OF THE ASPECTS OF THE PSYCHOLOGY OF WOMEN AND DESCRIBE SOME OF THE CONFLICTS WOMEN FACE.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
THE CONFLICTS FACED BY WOMEN WHO DO NOT DESIRE TO FOLLOW THE STEREOTYPED ROLES.	A. The students will discuss critically the various aspects of the psychology of being a women.	1. Read "Sex Role Socialization: The Motive to Avoid Success," p. 41-46, AEP, The American Woman: Her Image and Her Roles. 2. Discuss: (a) Why did Matina Horner initiate her study? (b) What reasons can you give for the fact that studies of men were so consistent and the studies (when including women) were so contradictory? (c) How can you relate this to previous class discussions? (d) Do you believe that females equate intellectual achievement with loss of femininity? (e) If so, what are the historical reasons that the female may feel this way? (f) What are the social reasons? (g) Do you believe that women have motives to avoid success? If so, why do you think this is so? (h) If this class were presented stories of success of males and females like those in the reading, do you believe the same results would occur? Why or why not? (i) Do you believe that girls value marriage above all else and boys value financial success? (j) If you think there are psychological barriers to female achievement, how do you think they can be removed? Or, do you think they are good barriers and for the good of society? 3. Define success as it applies to women. (a) According to your definition, how many success-

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		ful women do you know? (b) Must a woman be a success in the market place, or is being happy and contented at home as important or more important? Gives reasons for your answer.
		4. According to the class definition of a "successful woman" invite a successful woman, or women, to speak to the class.
		5. Have students write a reaction paper citing why they believe some women are successful and others aren't, applying some of the learnings of the psychology of women.
	B. The students will compare the open and the closed marriage.	1. The students will research the "closed" or "traditional" marriage and the "open" or "equalitarian" marriage. Source: Open Marriage, by Nena and George O'Neill. The Mirages of Marriage, by William J. Lederer and Don D. Jackson.
		2. The students will break into two groups, one for the traditional marriage and one group for the equalitarian marriage, to prepare material to defend the type of marriage they have chosen.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. The students will select a member from each group to debate the issue of traditional vs equalitarian marriage. When the debate is over, the class will discuss the two stands and write a paper on why they believe in the stand they took. 4. Read "The Male Stereotype: Can A Man Be A Housekeeper?" AEP The American Woman: Her Image and Her Roles. After the reading, the thought and discussion (p. 57) should be engaged in by the entire class. 5. The students should begin to realize that the traditional marriage and sex-role typing is as harmful to the male as it is to the female when it prevents one from doing that which one is most happy doing. The class may now explore ways in which each human may do that particular thing which a particular talent dictates that one should do, and the barriers and the satisfactions one might find. 6. Women's dilemma between career and family. a. Read "Women Today: The Private Images" in AEP The American Woman: Her Image and Her Roles. b. Read "The Successful Executive" in the same publication.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		c. Have the students consider and thoughtfully answer the "For Thought and Discussion", p. 31, of same publication. d. The students will draw conclusions as to whether the women in these readings had a traditional or an equalitarian marriage. e. The students will discuss how each of these women might have been able to accomplish those things which they had a talent for as well as being successful in other areas of their lives. f. The students now consider the paper they wrote about each kind of marriage and decide whether they will continue with the marriage philosophy as stated in their paper, or whether their philosophies might change in the future. Other Resource Material: School Review, Vol 80, No. 2, February, 1972, articles by Diana Baumrind and Mary S. Calderone. Psychology Today, November, 1971, "The Compassion Trap", by Margaret Adams.
	C. The students will relate the roles of women to the stages of life.	1. Adolescent: In groups, have the students explore their thoughts and feelings about the role of the adolescent girl, based on input into the course to this point.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		Do they feel that the traditional role is right for them? Do they feel they would like to see a change? If so, what and how? 2. Adulthood: In the Appendix F, see "When I Grow Up I'm Going to Be Married." Ask ten students to volunteer and give each a profile. Instructions for the game are on the cover sheet. As each student finishes her particular profile,the class may join in giving suggestions. The teacher should be aware of decisions made on the basis of thought and those made on the basis of "what society would expect." This is an excellent souce of exploration and to trigger thinking into the future as there are chance factors in everyone's life. See Council for the Continuing Education of Women's "Update: Roles of Women" packet for more material and suggested activities. 3. Middle Age: a. Have a successful (wife/mother, career, widow, etc.) middle age woman present her concept of middle age to the class. Questions, answers, and discussion to follow.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		b. Discuss: (1) Should a woman wait until her children leave home before considering doing something else in her life? (2) How can a woman adjust to having an "empty nest" (all children gone), and if she does not, is it possible that she will try to run her childrens' lives to make her life seem useful? Resource Material: The New Years: A New Middle Age, by Anne W. Simon.

GOAL 6: THE STUDENT WILL COMPARE THE ROLES OF WOMEN IN SOCIETY TODAY WITH ONE'S OWN CONCEPTS OF THE ROLES.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
WOMEN'S ROLE IN SOCIETY TODAY	A. The students will begin to relate the course to their lives and to apply the information to their lives in the future.	1. Film, Modern Woman: The Uneasy Life, Part 1, #1-31771 27' BW Follow-up with student discussion about the women shown in the film, whether they seemed to be sincere about what they were saying and deciding, each for one's self, and the woman who seemed to have the most satisfying life style. The film will trigger other discussion which the teacher may choose to follow or not. 2. Part 2 of the same film, #1-31772 33' BW. Among other things, this segment of the film has discussion among and between college students that the student may be better able to relate to than the previous segment. Follow-up with student discussion about the perceptions of the people in the film, whether it fits the student's, and if not, why. Again, this segment of the film may trigger discussion to many dimensions which the teacher may choose to follow or not. (If this film is not available through the schools, it may be obtained from the Council for the Continuing Education of Women, 358-3801.)

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		3. Present a Roles of Women Panel. A housewife, widow, divorcee, single with a career, and married with a career. These people are to tell the students about their lives, the chance factors, how they viewed their lives, when the ages of the students, and how it really was and is. Question and answer period to follow.
		4. Using Life Span Plan Chart (obtain from Office of the Dean of Women, Purdue University, Lafayette, Indiana 47907), explain to students and have them fill out charts as they see their lives now and in the future.
		5. Discuss individually, in diads, triads, or groups, the basis on which the chart was filled out. Discuss choices, responsibilities inherent in the choices, and how unforseen events may change the life span.
		6. If students see marriage in their future, discuss the possible discontinuous stages of a married woman's life.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		7. **In groups**, use the statement "when I get married I expect ---" to start a discussion. Have groups report back to class at large. Check for unrealistic plans, stereotypes of marriage, and those things which may be contradictory to those things brought out in the course.
		8. Discuss: (a) Do you believe your life span plan is realistic? (b) During a phase of your life, how do you plan for the next phase? (c) How do I remain flexible enough to accept changes in society as a whole, and changes in career? (d) How do I train or retrain myself for jobs and/or careers of the future? (e) What is the function of the educational institution in my whole life plan. (f) How can I become a change agent when change seems a reasonable, logical necessity? Resource Material: The Changing Role of Women, SED 565C
	B. The students will synthesize the course for one's individual self.	1. The student will write a paper on "What this course has meant to me." The papers may be shared with the class.

FOCUS	OBJECTIVE	LEARNING ACTIVITIES
		2. If the teacher has chosen to administer the questionnaire (See Appendix A) at the beginning of the course, the same questionnaire may be filled out and the students individually may compare the two questionnaires with the teacher to see if some of the student's ideas about life have changed.
		3. The class will discuss the pros and cons of the course.

A P P E N D I X

A. Questionnaire

B. "Women's Liberation - Yesterday and Today"

C. "Male Dilemma and Female Quandary: Is It Fact or Fiction?"

D. True or False

E. Facts and Fables About Women

F. "When I Grow Up I'm Going To Be Married"

APPENDIX A

QUESTIONNAIRE

Please try to answer each item to the best of your ability. Some of the items call for answers, others for checks in blank. Many of the items can have more than one check or answer. Please check as many as necessary to fully answer the item. A number of questions are directed to females only.

1. After High School graduation, I plan to:

- ☐ Attend college full-time
- ☐ Attend vocational school full-time
- ☐ Get married
- ☐ Get a job
- ☐ Attend college part-time

2. Education can be a lifelong process. My immediate plans for continuing my education will be to:

- ☐ Major in (what field?) in college _____
- ☐ Take (what subject) in vocational school _____
- ☐ Take non-credit college level enrichment courses
- ☐ Other (please specify)

APPENDIX A (Cont'd)

3. After completing my formal education, I intend to:

- ☐ Pursue a career in my chosen field
- ☐ Get married and work outside the home
- ☐ Get married and become a homemaker only
- ☐ Continue to graduate school (post college)

4. Five years from now I expect to:

- ☐ Be pursuing a career
- ☐ Be raising a family and not working
- ☐ Be raising my family and working part-time outside the home
- ☐ Be in graduate school (post college)
- ☐ Other (Please specify)

5. Ten years from now I expect to:

- ☐ Be pursuing a career
- ☐ Be back to work if my last child is in school

- ☐ Still working without any interruption
- ☐ Even though my last child is in school, I will still be homemaker only
- ☐ Be enrolled in school after interruption
- ☐ Be volunteering my services to my community with no monetary rewards
- ☐ Other (Please specify)

6. Fifteen years from now I expect to:

- ☐ Still be pursuing the same career
- ☐ Enrolled in school again after being out for some time
- ☐ Still working without any interruption
- ☐ Still be a homemaker to the exclusion of all else
- ☐ Volunteering my services to the community without monetary reward
- ☐ Other

7. In my opinion a good mother:

- ☐ Stays with her children always
- ☐ Arranges to be away from her children a part of the time

☐ May work full-time and still be a good mother

☐ Needs to be separated from her children occasionally

8. In my opinion, good communication is:

☐ The ability to talk to people

☐ The ability to be a good listener

☐ The ability to be understood and to understand other people

☐ To have sympathetic feelings toward other people

9. I communicate well with:

☐ Male classmates

☐ Female classmates

☐ My Mother

☐ My Father

☐ Teachers

☐ Friends outside of school

☐ Brothers and/or sisters

☐ Other (Please specify)

☐ Nobody

APPENDIX A (cont'd)

10. The main roles of women in society today are: (Please number choices 1, 2, 3, etc.)

☐ Wife	☐ Student	☐ Helpers
☐ Mother	☐ Counselor	☐ Administrators
☐ Businesswomen	☐ Social Worker	☐ Doctor
☐ Volunteer	☐ Nurse	☐ Other (Please specify)

11. I see myself as:

☐ An average student

☐ An excellent student

☐ A student who does not achieve as much as I should

☐ Other (Please specify)

12. I see myself as:

☐ A well-liked person

☐ Not very popular

☐ Unpopular

☐ Other (Please specify)

APPENDIX A (Cont'd)

13. I see myself as:

- ☐ A woman
- ☐ I do not think of my role as a woman
- ☐ Need some guidance to evaluate myself
- ☐ Other (Please specify)

14. My teachers and I get along:

- ☐ Very well
- ☐ Above average
- ☐ Not at all

15. My parents see me as:

- ☐ A little girl
- ☐ A maturing young lady
- ☐ Emerging student
- ☐ Soon to be married
- ☐ Not at all

APPENDIX A (Cont'd)

16. In the space below and reverse side of paper please indicate as nearly as possible how you see yourself and your projection of yourself into the future and what you see in this future for yourself.

APPENDIX B

WOMEN's LIBERATION - YESTERDAY AND TODAY

A brief History of the Women's Movement in America

by Gert Keyser

"Thirty million working women in America have been systematically trained to accept inferior status with humility, to receive unequal pay for equal work and to be penalized for having children.

"And because they have been brainwashed into believing they should prefer domesticity to an active, exhilarating life in the world, they are afraid to complain," stated Carolyn Bird in her book Born Female.

The above words were written just a few years ago. Today they still capsule the fight for equality with men that began in America over 100 years ago.

Perhaps there never has been a time in this land that a woman's voice did not speak out for freedom, representation and equality. As early as 1777, history tells us that Abigail Adams wrote to her husband, John, sitting as delegate to the Continental Congress in Philadelphia to "remember the ladies and be more favorable and generous to them than your ancesters..... we are determined to foment a rebellion and will not hold ourselves bound by any laws in which we have no voice or representation."

Since then a parade, some few known and many more unkown American women, has laid the foundation of what is today called women's liberation.

To understand today's women's movement one must go back in history. When did it start? Where did it start? Who started it? But mostly, why did it start and what's keeping it going?

Those who have traced the movement generally agree that it all started back in 1848. That was the year Elizabeth Cady Stanton and Lucretia Mott organized the first Women's Rights Convention in Seneca Falls, New York, after they had been refused seating at a World Anti-Slavery Convention in London.

Appendix B (Cont'd)

Three hundred persons (including 40 men) came from as far as fifty miles away to set down for the first time a platform of goals, some of which would take a hundred years to win -- while others are still being fought for by today's feminists.

Part of their 1848 declaration read in part, "when in the course of human events, it becomes necessary for one part of the family of man to assume among the people of the earth a portion different from that they have hitherto occupied...we hold these trughts to be self evident. That all men and women are created equal."

These first feminists spoke of such grievances as: different moral codes for men and women, marriage being slavery, and even of the psychological barriers that we often think are new complaints in a more sophisticated age.

The women tackled their first legal battle in 1854 when Susan B. Anthony joined Mrs. Stanton and Mrs. Mott in trying to get the new Married Women's Property Act broadened in New York so that women: 1) had control of their wages; 2) could be guardian of their children in the case of divorce; 3) could vote.

New York's assembly greeted the proposal, accompanied with a petition containing 6000 signatures (incredible in that time of no telephone, no automobiles, and spread-out population), with laughter and derision. The fight was on.

What emerged from the first year's concentration on such personal matters as: control of property, of earnings, guardianship, divorce, opportunity for education and employment, concern with women's lack of legal status, and feelings of inferiority -- was the recognition that women must win the franchise and gain political power.

It took 56 years of struggle 'til the vote was finally won on August 26, 1920 with the ratification of the 19th Amendment, but women are still fighting for political power.

Along the way to gaining the vote for themselves, women helped the Negro gain his franchise in 1870 and began to win some of the battles for liberation. By the end of the nineteenth century, Edythe Cudlipp

in her book, Understanding Women's Liberation, states that "women could enter many colleges and universities. Professions were open to them. They could inherit and own property. They could control their own wages, and even speak in public, the latter an amazing breakthrough."

But did the passage of the 19th Amendment help women's legal status? Women's liberationists point out that as far back as 1923, just three years after the vote was won, it became increasingly apparent that women were not treated equally under the law. Laws written to protect them also had the effect of discriminating against them.

So a new amendment to the Constitution was proposed, one which has been introduced each year since 1923, and which is presently known as the Equal Rights Amendment. Passage of this amendment may clarify once and for all women's legal status, but today's women's liberation movement has broadened to include larger issues which encompass many areas of present discontent with modern America.

As Cudlipp says, "Just as abolition made women realize that they themselves were hardly, if at all, better off than slaves, the civil rights struggle in the 60's made women realize that they were not much better off than the Negro. When women saw the Negro rocking his boat, they wanted to rock theirs."

When Betty Friedan's The Feminine Mystique was published in 1963, a whole new generation of women started thinking and questioning their role in society.

Why were so many women elementary school teachers, nurses, clerks, cooks, and housewives, while so few were university professors, doctors, executives, and chefs? Why couldn't women work at the same occupations men did?

Why did a hundred year old law say a woman, already a mother of six, could not have an abortion? Why weren't there day care centers to provide for her children, so women could earn their own living if they had to or wanted to?

Why did society frown on a college-educated woman, who felt trapped at home with young children, when she expressed a desire to go back into the working world?

Why were women paid less than men for the same job? Why did parents and school counselors steer girls into female occupations?

To many women the American dream seemed dead. Or maybe it was never meant for women. To others, who had never questioned women's role, the first reaction was hostility and rejection of the first leaders as unfeminine. Hearing Betty Friedan carp at groups like Miami's Tiger Bay Club, or seeing Ti-Grade Atkinson slouch and act like a man on television, did little to gain sympathy for the movement. In an age of unparalleled affluence, these first questionings seemed like the nit-picking of malcontents.

But there was something deeper and more pervasive in the new movement. The voices of the new feminism rose from new places -- from cultural anthropoligist, Margaret Mead, who agreed with the need for day care centers and spoke of new life-styles in America, from psychologists like Dr. Joyce Brothers who helped clarify the many myths about women's inferiority, from Shirley Chisholm, who bucked being a woman and being black to win a congressional seat, from scholars like Kate Millett whose Sexual Politics explored the sexual revolution after the "pill," and the latest of the new feminists, Gloria Steinem, who rebelled from her playgirl-writer-intellectual life to become women's liberation's most articulate spokeswoman.

These new voices reflect the rejection of traditional institutions and life styles that many say is sweeping America. Charles Reich calls it a new consciousness in his best selling book The Greening of America, and women in the women's liberation movement would feel sympathy for what he calls "a search for self, and a doctrine of honesty and responsibility."

How many women are truly making that search, and how many are willing to assume the responsibility that is inherent in the goal of equality only future historians can measure. First, women shall have to decide whether they agree with Margaret Fuller who said in 1844 that women can only find fulfullment as an independent being, not as a subordinate to men. One hundred and twenty-eight years later, women are still being asked to make that decision.

APPENDIX C

MALE DILEMMA AND FEMALE QUANDARY

Is It Fact or Fiction?

by Betti Pate

Let us explore some of the stages of life and see if, indeed, husbands, wives, counselors, teachers, and other role images do cause some dilemma and quandary in children.

Children identify, usually, with parents in their sex roles. Are we going to change enough, or will they grow up with the same stereotypes we see around us? Little girls play with dolls, play house, aren't rough, are caressed and kissed when hurt, learn how to twist daddy around their little finger with their smiles and big eyes. Boys are rough, aggressive, are told to stand up and fight, are told not to cry, play with athletic and mechanical toys, are not allowed dolls. It is shown on tests that aggressiveness is not an inherent quality of the male. It is instilled. We shape behavior.

Eleanor Maccoby has said that we measure only the status quo in testing and do not, indeed, test qualities that have not been instilled in children. The tests, she contends, are not valid tests of the how or the why of children. In elementary school, male and female students score the same in IQ testing. Slowly, girls start to decline in puberty. Is that when they learn to blink their eyes, wiggle when they walk, learn it is not popular to be too smart, it is not socially acceptable, and therefore the downgrading of grades becomes internalized? Is it subtle teaching, unawarely done by all, the expectations we have for girls and the expectations they have of themselves? Does the way a child views itself when small make a difference in behavior when grown? If so, the physical strength possessed in our stereotypic male is not so important anymore. Will this, then, cause a dilemma in his life:

IDENTIFICATION: That so important, so-used word. It is a learning process. Most important to the small child is the same sexed parent. What if the parent is stereotyped in maleness or femaleness? What kind of dilemmas and quandaries does this cause? The pressures of society to conform are also strong. In the elementary school, children tend to conform to the sex-typing of the peer group. What if the child does not conform? Another dilemma or quandary?

Thomas J. and Alice Fleming, in "Develop Your Child's Creativity," cite E. Paul Torrence of the University of Minnesota who noted in some of his earliest experiments how reluctant girls were to work with science toys. "I'm a girl; I;m not supposed to know anything about things like that," they said. Boys produced about twice as many creative ideas as girls in experiments involving scientific materials. In one school, after discussions with teachers and parents, a set of toys was presented to the students. After a period of time, testing was done. "This time we found none of the reluctance on the part of the girls; there was no difference in the expressed enjoyment of the activity of boys and girls." More significant, the situation remained unchanged. "The contributions of boys were more highly valued by peers (other boys) than those of girls." Apparently boys ideas about science things are still supposed to be better than those of girls.

What this experiment showed, with profound insight, was problems parents and girls face - how to foster talent, creativity and the need to achieve when our whole social system is constantly telling women that achievement has fatal social consequence for them.

Martina Horner conducted an experiment with the end result showing that boys react positively to success stories of men while girls react negatively to success stories about women. This surely is not a biological characteristic!

QUANDARY: Where are the role models for girls to follow, expecially in the K through 6 grade? Dunn, Executive Director of the Education Council for School Research and Development, blames schools for perpetuating the concept of female inferiority.

To quote Alice L. Beeman, General Director of the American Association of University Women, "Women teachers transmit to their girl pupils their own concepts of inferiority." And where do we find the large majority of these women teachers?

The Roles of Women Report (in the resource section) showed that with a little information, previously not given, many of the girls in senior high school changed their ideas of women's roles, and three even decided they were not old enough or mature enough for marriage. Marriage had been for them the ideal goal. You know: "and then they were married and lived happily ever after." - Oh yes, and where did the training

take place? Isn't it amazing that we can take a boy and a girl from the most wretched home and find they may expect life to be the shining knight and the girl on the pedestal? There are real models all around. Why are they not accepted? One reason might be the continual bombardment of TV, movies, books, the sexual stimulation and the images of Madison Avenue. If we look realistically at the Life Span Plan, (in other section), marriage should be taking place later in life, not earlier as it is.

In a study of the attitudes of mental health clinicians, both men and women, it was shown that the standard of the mentally healthy woman was a person "more submissive, more easily influenced, less independent, less adventurous, less competitive, more easily hurt" than mentally healthy men. Miss Beeman blamed TV for projecting the image of women as "one of inanity and empty-headedness."

QUANDARY: If this be so, what does a woman who wants to use her brain do? Union leaders are getting into the act declaring that women are too emotional for decision making and are not working because they have to and will quit with the slightest reason. Another stereotype - Peggy Ware, Chairman of Home Economists in Business, claims women are better than men in handling people problems and have more patience than men.

QUANDARY: Business education graduate, female: can't type, can't find a job, advised to learn to type. Why should she go through college for this when the male student with the same degree can find a job as a junior executive? Even the idealistic women in the civil rights and other such movements have been disillusioned because they were relegated to the "traditional" female roles of secretary, envelope-stuffer, detailer, and so forth.

Several girls at a midwestern college in Missouri did not want the college to become coeducational because the males would take over the campus politics and decisions in general. Yet these are the same girls who complained about the bad counseling in high school, discouraging them from becoming doctors or lawyers.

Dr. Esther Westervelt, when Director of the New York Guidance Center for Women, said in a speech called "Evolution or Revolution" (copies in the Roles of Women Section): "Women in continuing education perceived that their husbands and other significant males in their lives were favorable to their endeavor (going back to school)....over 80% on most factors - but ONLY ABOUT A THIRD were able to report ANY ACTIVE HELP from their husbands. That the women do as well as they do is a testament to their persistence and, I suspect, to their desperate need to enlarge their horizons."

Appendix C (Cont'd)

There are problems of "wondering why" going back to school, or the motivating force that propels people, adults, in such large numbers to return to education. A small research project a few years ago dealt with the problems and frustrations of returning to school. Among the questions asked was "what motivated you to return?" The answers were almost as numerous as the number of questionnaires. Level of vast wasteland of TV, help child attain college goals, fulfillment of self, personal improvement, competition in the business world, etc. However, there was a feeling of guilt on the part of many of these women.

Author Mary Walsh, who was trying to decide why she had chosen a particular subject - busy women - to build a book around found it was simply because she found it difficult to fill the many roles that were expected of her in her home, school, church, community, plus trying to pursue her own bent and find time to write. She wanted to know how others managed to be so much and to do so much. She found it invigorating and comforting to know that others lead full, active lives with enthusiam and vitality. It also helped her to know that others got tired and weren't perfect. She wrote her book because she wanted to share the the experiences and personalities of busy, stimulating women seeking insight into themselves. She found them to be normal, reasonably happy women who gave a little more and got a little more out of their lives - women deeply concerned with their families and their concern reached out into the community and into the world.

Many women want to enrich and grow, for reasons varying from the material to the idealistic. They want to participate more in life, in the mainstream, not just in a small tributary. They want recognition as individuals and not just as Timmy's Mother or Sam's wife. These aspirations and desires cannot be buried forever or frustrated forever if society wants happy, useful women.

What are some things that might be done? Group counseling sessions for girls to explore feelings about themselves. Often some of the subtle teachings of childhood instill a sense that there is not much value in being a woman. Each woman can have pride in what she is. Curriculum additions: history courses, roles of women courses and others should be made available at the secondary school level as well as the college level.

What is the level of awareness? Are some of us still clinging to the old stereotypes and passing them along? Women must learn to be self-generating. Realistic courses in planning span of a woman's life might help. Few can be taken by the hand and lead throughout the total ife span.

A woman must have self assurance. Sometimes the socialization process up to this time has almost guaranteed a lack of this in the female.

Stereotyping the problem again?

How many housewives are hypocondriacs, alchoholics, TV addicts, tranquilized into a state of robotizement? The attempted suicide statistics (in Roles of Women Section) of the housewife are frightening. Not all women are fulfilled through marriage.

In the January 1969 issue of the JOURNAL OF COUNSELING PSYCHOLOGY, Carl Edwards wrote an article entitled "Cultural Values and Role Decisions: A Study of Educated Women" in which he stated: "The American educated woman faced a CHOICE between the role of wife and mother, and continuation of active participation in her profession."

Attitudes allow for life span plan of men - jobs to retirement. Many female students are only counseled to marriage because of attitudes of use to society.

MALE DILEMMA: If I am not valued for shelter, food, and protection in marriage, then what?

FEMALE QUANDARY: The values I had pre-marriage disappear post-marriage. When her children are older she is unprepared for feelings of guilt and ambivalence because she is not happy and has a NEED TO FEEL USEFUL. Also, if she is not to be a breeder of children, as is being dictated by the present population, then what is her role?

Women are generally <u>either/or</u> (either married or single) and men are generally <u>either/and</u> (either married or single and some other thing).

WOMEN'S QUANDARY: To read Erickson, Freud, St. Paul, and begin to recognize the justification for stereotyping the female. It is also a reason for her rising anger. Parents, TV, books, etc., have taught the women that by nature they were destined to be happy as wives and mothers, and it is reinforced along the way. What if she is not?

Many women are angry over the great "put-down" when serious questions are asked regarding their future on their roles in society. Many leaders in both public and private sectors throughout the nation even today seem to think the humorous or "it doesn't exist" approach is the most graceful way to escape commenting on and promising action on some of the needs.

What about the "empty nester" (the woman whose children have grown and left her), the widow, the divorcee, or the woman seeking "else" and tries the school or the back-to-work route?

In NATION'S BUSINESS, December 1969 it said: "Women who have lived through the Depression have a very different attitude about work, are more dedicated and interested, and may devote more attention to their jobs and especially to details."

The older returning student fears often that she cannot compete with or keep up with the younger student, when, in fact, studies have shown she does better usually than the younger student. There are some initial difficulties which probably stem from lack of confidence, but achieving during the first courses often takes care of that problem. However, a most important support MUST come from the home. She cannot "go it alone."

Is it possible for secondary school, college and adult counselors to meet together occasionally for an exchange of ideas and perhaps some sessions on how the gaps between stages of women's lives might be closed?

Ways must be found so that views of stereotyped roles and attitudes can be changed to view people as individuals and allow them to use their talents to the fullest. Each individual has a right to pursue one's own talent.

In answer to the MALE DILEMMA of what do women want anyway? One of the coeds at Yale answered, "What we want is the freedom to determine for ourselves the answer to that question, and the freedom to be regarded as human beings, who, like all human beings want many different things."

APPENDIX D

TRUE OR FALSE

1.	Little boys are aggressive, little girls dependent.	(T)	(F)
2.	Males dominate females in marriage.	(T)	(F)
3.	Male aggression and female dependency are inherent.	(T)	(F)
4.	Testing and research show that certain characteristics are feminine and others masculine.	(T)	(F)
5.	Boys are naturally good in math and science and girls are not.	(T)	(F)
6.	Boys need to achieve much, girls do not.	(T)	(F)
7.	Our society believes male stronger, more competent, more aggressive, more daring, and females are weaker, warmer, more inadequate, more frightened, less mature.	(T)	(F)
8.	Girls like to hear success stories of women.	(T)	(F)
9.	Men are rational, women emotional.	(T)	(F)
10.	Men have either/and lives (either married or single and a career) and women either/or lives (either married or single).	(T)	(F)
11.	Women do not belong in high places in churches.	(T)	(F)
12.	Men make better supervisors than women.	(T)	(F)
13.	Women make better college professors than men.	(T)	(F)

Appendix D (Cont'd)

14. Women want day-care centers to rid themselves of the responsibility of children. (T) (F)

15. Women don't really like women. (T) (F)

16. Most people are afraid of change. (T) (F)

This true and false quiz is an instrument to start discussion about values and roles in our society. Research shows some to be true or false, and others have no correct answer. The answers that are correct are:

3 F; 5 F; 6 F; 7 T; 8 F; 9 F; 12 F; 13 F; 14 F.

APPENDIX E

FACTS AND FABLES ABOUT WOMEN

1. Women need higher marks than men to enter college.
2. Many women never work and of those that do, most are single.
3. Median earnings of women working full-time year-round are about 58% of those of men.
4. The only reason women remain single is because they can't get a man.
5. Women have higher rates of absenteeism and change jobs more often than men.
6. Children raised by non-working mothers are better adjusted than those of working mothers.
7. White women earn more than non-white men.
8. Children of working mothers have a greater frequency of over rebellion and outbursts of protest than children of non-working mothers.
9. Women are less capable of standing stress and lack the dominance and drive needed for success.
10. Women with college experience work to fulfill an economic need.
11. Most women with at least some college experience are able to find work in skilled or professional occupations.
12. Women today comprise one-third of the labor force.
13. Non-working mothers spend a great deal more time in activities planned around their children's interests than do working mothers.
14. At Purdue, 10% of the full professors are women.
15. Few women in college plan successfully for their future roles in life.

ANSWERS

1. FACT; Source: WEAL News Letter.

2. FABLE. Approximately 9 out of 10 women will work at some time in their lives. 3 out of 5 working women are married and living with their husbands. Among the 30 million women working, 11.6 million are mothers with children under 18. 7.4 million are mothers with children from 6-17; 2.1 million are mothers with children from 3-5; and, 3.1 million are mothers with children under 3. Source: Fact Sheet on Changing Patterns of Women's Lives, U.S. Department of Labor, Women's Bureau, July 1969. 1968 Handbook on Women Workers, Bulletin 294.

3. FACT. The median salary for the man is $7,664., for the woman $4,457. There are also other less obvious forms of discrimination in hiring, benefits, promotions, and attitudes. Source: Fact Sheet on Earnings Gap, U.S. Deparrment of Labor, Women's Bureau February 1970.

4. FABLE. True there is a sex ratio of more women than men; however,there is also a trend of increasing numbers of women choosing the option of remaining single over the option of marriage for intrinsic, self-fulfilling reasons. (35% of women of marriageable age are not married.) Society is learning that bachelorhood is as normal for women as for men.

5. FABLE. Labor Department statistics show that rates are about the same for men and women; particularly men and women who are employed at similar job levels and work under similar circumstances. Source: Facts About Women's Absenteeism and Labor Turnover, U.S. Department of Labor, August 1969.

6. FABLE. Study after study has shown that children of working women are not harmed by the fact that their mothers work and frequently benefit from it, the main factor being the "good mother" or a selfsatisfied mother, whether her satisfaction is derived from the home or career. Quality of time is more important than quantity.

7. FABLE. Median annual wage for:

White Man	$7,164.
Non-white Man	$4,528.
White Woman	$4,152.
Non-white Woman	$2,949.

Answers (Cont'd)

8. FABLE. Difference between children of working and non-working mothers was a greater frequency of overt rebellion and outbursts of protest by children of non-working mothers (28% as compared with 10% in children of working mothers). Source: Yarrow, Marian, "Maternal Employment and Child Rearing," Children, Vol. 8, No. 6, p. 225.

APPENDIX F

WHEN I GROW UP I'M GOING TO BE MARRIED

A Game Which Illustrates How
Time and Circumstance Affect Women

Background and Purpose of the Game:

When you ask a little boy what he is going to be when he grows up, he tells you. He may not end up being what he says, and he may "be" a number of different things over the course of his life, but throughout, he is focusing on work. Most little girls say they will be married, period. Data of the United States Department of Labor and results of research of the California Advisory Commission on the Status of Women show the following: The average life expectancy of women today is 75 years; 9 out of 10 girls will marry; 8 out of 10 will have children; at least 6 out of 10 will work full-time outside their homes for up to 30 years; at least 1 in 10 will be widowed before she is 50; at least 1 in 10 will be head of their families; probably 3 in 10 will be divorced; only 1 in 3 girls plan to go to college; most girls do not see themselves as achievers; most girls have not been trained or influenced to deal with the realities they will face in their lives; society will continue to experience the loss of the talents of many bright women because girls continue to believe they must choose between a family and a career.

The game has limited purposes, but can serve as a start toward these goals: (1) To give girls a greater awareness of the realities of women's lives, e.g., that most will have a family and a career whether they plan for it or not; (2) To give girls experience in dealing with changed circumstances from which there is no retreat once they have occurred; and (3) To motivate girls to alter their immediate and present plans to avoid possible pitfalls.

Instructions:

Ten girls can play (variations are possible). Each girl is given a numbered profile with 4 facts which correspond to the marital, childbearing, work, and college statistics above. Each in turn is asked

to build an "ideal life" around these facts, indicating at which periods in her life she will be doing what. The adult leader notes, on a duplicate set, the plans of each. The first girl is then asked to unstaple the covered bottom half of her profile, and to read the "change factors" aloud to the group. The chance factors deal with divorce, failing family finances, boredom at home, promotion for the wife which require the family to move, and other "happenings." Keeping the particular girl's aspirarions in mind, the other 9 girls are asked to contribute suggestions on how to cope with the problem which has developed. They are then asked how early planning might have prevented the problem. This process is repeated until each girl's altered life has been dealt with.

NOTE: Any males in class may act as observers and then participate in any follow-up discussion at the conclusion of this activity.

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WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No, 1

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

CHANCE FACTORS

You work as a secretary for two years before your marriage. You have two children. Your husband's job seems promising, but he doesn't advance as quickly as he hoped, and when the children are 7 and 9, you and he realize that with the high cost of medical and dental care, taxes, saving for the children to go to college, and wanting to buy a home, one salary just will not do it.

What do you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No, 2

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You complete your college education before marriage.

CHANCE FACTORS

You "fall into" a dream job soon after graduation from college, and two years later meet and marry a young man with a promising future in another field from yours. You keep working after your two children are born because you love your work and you are rising fast in your company. Ten years later, when you are near the top, your company is bought outright by a large conglomerate. The whole firm is to be moved to New York and you are offered the directorship. There are no opportunities for you at your level if you switch to another company in your field here in town. Opportunities for your husband in New York are unknown.

How do you approach this situation?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 3

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before marriage.

CHANCE FACTORS

You work a year and are married at 19. You enjoy your 20 years of homemaking, but when you are 40, your children are all but grown. You don't want to just sit home for another 35 years.

What can you do?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 4

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before you marry.

CHANCE FACTORS

You go to work for the telephone company when you are 18. Two years later, you marry a handsome, dashing line repairman, and by the time you are 26 you have 3 children. Your husband is assigned to emergency repair work in remote places -- is home less and less, starts playing around with other women, and doesn't send home money regularly for you and the family. You try for three years to straighten things out, but at age 30, things are worse rather than better, and you get a divorce. The court awards you some alimony (now known as support) and child support, but it is not enough to live on and there is very little community property -- pretty much just clothing and furniture.

How can you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 5

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete two years of college before your marriage.

CHANCE FACTORS

You have 3 children. Your husband has a good job and things are going well for the family until you are 34, when your husband is tragically killed in an automobile accident. The children are then 4, 8, and 10. There is some life insurance, but not enought to last very long.

How will you cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 6

You will live to be 75 years old.

You will marry.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

CHANCE FACTORS

You marry your high school "steady" right after you graduate from high school. He has completed two years of college at that point, and you go to work as a clerk-typist in a law firm to put him through college. He graduates from college and gets a good job. After 5 years in the firm, you are promoted to head secretary in the law firm. It is fascinating work, and while you and your husband are disappointed that no children come along, you decide that since you both enjoy the challenges and freedom of your life that you will not adopt children. You are very interested in the cases being handled by the firm, but over the next 15 years, you find that your secretarial role is less and less challenging. You are 38.

What will you do the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 7

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period during your life.

You will not go to college before your marriage.

CHANCE FACTORS

It becomes apparent within two years that your marriage was a mistake and you are divorced. You remarry when you are 24 and have 2 children. When you are 35 and the children are 7 and 9, your husband's job and whole field of work is wiped out by automation.

How can the family cope?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No, 8

You will live to be 75 years old.

You will marry and have children.

You do not go to college before your marriage.

CHANCE FACTORS

In your senior year in high school, you fall madly in love with an exciting "older man of 29," who is already successful in business. He is of the firm opinion that woman's place is in the home, and states often that no wife of his will ever work. The two of you continue to be generally compatible and remain married all your lives, but over the years, his business affairs take up more of his time, and he prefers spending his leisure time "with the boys" hunting and fishing. Your children are all off on their own by the time you are 43 years old.

What do you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 9

You will live to be 75 years old.

You do not go to college before taking your first job.

CHANCE FACTORS

Your father dies unexpectedly when you are 17 and your mother is in poor health. You have 4 younger brothers and sisters, the youngest of which is 2, so supporting the family is up to you. You have no practical skills and jobs are scarce, but you get work in a cleaning plant. The pay is not bad, but you are pretty tired by nighttime, especially after seeing to things at home. You have boyfriends, but the ones you really like have their own problems and don't see themselves taking over support of your family. By the time the other children can help out enough so that most of your earnings are not needed for the family, you are 35 years old. You find that at that age, there are very few eligible men around. You never do find one.

What will you do with the rest of your life?

WHEN I GROW UP I'M GOING TO BE MARRIED

Profile No. 10

You will live to be 75 years old.

You will marry and have children.

You will work outside the home for some period in your life.

You complete 3 years of college before your marriage.

CHANCE FACTORS

Your fiancé graduates from college when you finish your junior year, and he is offered a good job in a town which has no 4-year college. You marry and go with him. When you are 42, and your children are 15 and 17, your husband says he wants a divorce to marry a younger woman. Under California's new divorce laws, he can do this, and there is nothing you can do about it. Since you are "able bodied" you get no alimony, but you get child support until the children are 18, and you get the house, but it is only half paid for.

How will you cope?

RECOMMENDED STUDENT MATERIALS

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24. Time Magazine, March 20, 1972. Special Issue, The American Woman.

25. Woman in America. Articles by various authors. Boston: Beacon Press, 1970.

26. Fraenkel, Jack R., ed. American Women Today, Englewood Cliffs, New Jersey: Prentice Hall, 1972.

AUDIO-VISUAL MATERIALS

Film: Modern Woman: The Uneasy Life. Part 1, 1-31771 27'BW. Part 2, 1-31772 33' BW. (Also available from Council for the Continuing Education of Women, Miami-Dade Junior College. 141 N. E. 3rd Avenue, Miami, Florida.)

MS. The Struggle for Women's Rights, # 1-14398

Audio-Visual Materials (Cont'd)

Filmstrip: The Changing Role of Women, Associated Press.

Women: The Forgotten Majority, Denoyer - Geppert Audio-Visuals.

SUPPLEMENTAL TEACHER RESOURCES

Benton, Myron, The American Male. New York: Fawcett, 1966.

Chesler, Phyllis. "Men Drive Women Crazy," Psychology Today, July, 1971.

Feminine Focus VIII, March 1972. "Women and Men: Partners in Humanity" and "Personalizing Feminism," by Barb Rexwinkel. Available from LAWS, Intercollegiate Association of Women Students, 155 Student Services Building, Michigan State University, East Lansing, Michigan 48823.

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Teacher Note: For a more comprehensive bibliography, see Council for the Continuing Education of Women's Update: Roles of Women packet.